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ABSTRACT

This paper presents a technical progress report of two programs conducted with funds provided under the Emergency School Assistance Program. One, the Mobile Learning Unit, said to have been designed to measure changes in fourth and fifth grade students' self-concept in a reorganized desegregated school environment, focuses on whether a positive self-concept comes (1) from a decrease of academic deficiencies through remediation procedures or from a program designed to increase success identities; (2) from neither of these; or (3) from both of these treatments. Results did not support either treatment, yet the self-concept changes were stated to be encouraging. The other program consists of a telephone hotline said to have been designed to allow students who have problems to telephone a central location and receive advice and direction with some degree of anonymity. The assumption that pre-adolescents are more apt to talk to an unknown peer was proven invalid. Hotline helpers were found to be unable to relax enough to calmly discuss the caller's problems in depth. The program as operating under its present structure was not recommended for continuation. (Author/AM)

[redacted]

23-9-001

ANNUAL TECHNICAL PROGRESS REPORT

FOR

EMERGENCY SCHOOL ASSISTANCE PROGRAM

TITLE 45
1970-71

"A proposal to focus on the development of positive self-concepts among students in a reorganized school environment"

GRANT NO. OEG-5-71-0019

ED111900

Submitted by

Randall B. Lindsey

KANKAKEE SCHOOL DISTRICT NO. 111
KANKAKEE, ILLINOIS

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UD 015445

INTRODUCTION:

The purpose of this paper is to deliver a technical progress report for programs conducted with funds provided under the Emergency School Assistance Program. Kankakee School District #111 provided two programs with these funds. One was the Mobile Learning Unit Program based on techniques developed by Dr. William Glasser. The other was a telephone hotline designed to allow students who had a problem to telephone a central location so that they may talk with someone; possibly receive some advice and direction; and at the same time retain some degree of anonymity.

MOBILE LEARNING UNIT PROGRAM

The Mobile Learning Unit Program was a program designed to measure changes in students' self-concept. The program was originally conceived by a team of staff members from Kankakee School District #111. Once the program was funded Dr. William Anderson of Syracuse University was contracted to establish a research model so we could effectually measure the impact of the program.

So as not to be redundant I will make no further comment in deference to Dr. Anderson's report which is attached. (Attachment A)

HAVE A STUDENT HELP PROGRAM (TELEPHONE HOTLINE)

This project was designed and implemented as a service to students. A counselor directed the program and four 8th grade students received telephone calls.

The students manned the phones every Saturday from 9 a.m. to 12 noon, from November, 1970 to June, 1971.

Following is a descriptive assessment that Mr. Wayne Kesinger, the counselor to the project, submitted to me at the conclusion of the program time period (Attachment B). My observations and assessment of the Hotline Program are completely consistent with those of Mr. Kesinger.

Joseph Doglio

Dr. Joseph Doglio
Associate Superintendent
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EX. 4

EMERGENCY SCHOOL ASSISTANCE PROGRAM
Title 45 Code of Federal Regulations

1970-71

Budget Report
Submitted By:

Kankakee School District No. 111
381 South Fourth Street
Kankakee, Illinois 60901

ITEM	AMOUNT REQUIRED FOR PROGRAM		
	Grant Funds	Expended	Balance
Employee Salaries:			
Mobile Learning Unit:			
2 Teachers @ $8900	$16,690.00	$17,138.34	-$ 448.34
4 Teacher Aides @ $2600	9,710.00	9,328.01	381.99
Student Help Program:			
1 Counselor	850.00	850.00	-0-
4 Students	550.00	257.40	292.60
	$27,800.00	$27,573.75	$ 226.25
Employee Services and Benefits:			
Compensation for participants:	$ 2,960.00	$ 2,725.91	$ 234.09
Contracted Services:			
Self-Concept Identification & Testing Wksps:			
1 instructor @ $75 per day x 9 conferences	$ 675.00	$ 675.00	-0-
1 instructor @ $75 per day x 3 days preparation	225.00	225.00	-0-
1 instructor @ $75 per day x 3 days evaluation	225.00	225.00	-0-
	$ 1,125.00	$ 1,125.00	-0-
Travel:			
Instructor for Self-Concept Identification and Testing Workshops - 4 trips @ $125 per	$ 500.00	$ 500.00	-0-
trip 11 days @ $25 per diem:	275.00	275.00	-0-
	$ 775.00	$ 775.00	-0-
Office Supplies & Materials: MLU	$ 200.00	$ 161.08	$ 38.92
Instructional Supplies & Testing Materials:			
Mobile Learning Unit	$ 800.00	$ 631.85	$ 168.15
Student Help Program	500.00	316.63	183.37
	$ 1,300.00	$ 948.48	$ 351.52

Budget Report Continued:

ITEM	Grant Funds	Expended	Balance
f. Scoring Pre- and Post- Tests:			
Mobile Learning Unit:			
Data Treatment for 4 tests			
1 Consultant Scorer 10 days @ $75 per day	$ 750.00	$ 750.00	-0-
2 Assistant Scorers 7 days each @ $37.50 per day	450.00	450.00	-0-
Scoring Incomplete Sentence Tests			
1 Consultant Scorer 4 days @ $75 per day	300.00	300.00	-0-
2 Assistant Scorers 5 days each @ $37.50 per day	300.00	300.00	-0-
	$ 1,800.00	$ 1,800.00	-0-
GRAND TOTAL	$35,960.00	$35,109.22	$ 850.78

Joseph Dogli

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w/9/3/71

Attachment A

The Report of the Kankakee, Illinois Desegregation Report

Report prepared and written by William F. Anderson,
Syracuse University, consultant to the project

Project Director was Randy Lindsey, Kankakee Public Schools

Project was financed, in part, from funds of the
Emergency School Assistance Act

A Project Focusing on the Development of Positive Self Concepts
Among Students in a Reorganized-Desegrated School Environment

Background to the Project

Prior to September 1970, the public schools of Kankakee, Illinois were in a state of de facto segregation. This statement was much more true of grades K-6 than of the upper six grades. The findings of January 16, 1970 of the H.E.W. representatives called for the desegregation of faculty and students in all schools. Working rapidly, on January 26, 1970, the School Board adopted a resolution to meet the requirements of the Civil Rights Act of 1964 by desegregating students and faculty in all schools. Further, the Board directed the administrative staff to form a task force to accomplish the following: 1. To develop the components of the desegregation plan and to secure optimal educational economic benefits, 2. To secure federal and state financial aid, as well as consultantship assistance, to bring about an in-service program for the school personnel, designed to focus on the development of positive self-concepts among students in a re-organized - desegregated school environment.

As a result of Federal funding, the program was officially initiated on November 1, 1970. Thus, the maximum time available for conducting all the aspects of the project was approximately nine months; probably too small a period to expect self concept changes. The pre-planning, pre-training of the staff, piloting, the treatment experiences of the pupils, and the final analysis of the results involved a relatively short period of time. Whether or not the project, and specifically the results, represent that which would have occurred under the condition of additional time and money is not known. In reality,

that which has been attempted and accomplished should be viewed as an initial pilot step of a project aimed at systematically evaluating the development of positive self-concepts among students in a re-organized, desegregated school environment.

In the organizational proposal, stated were the following objectives: 1. To provide teachers with a better understanding of the students needs for developing a positive self-concept. 2. To develop a core of trained staff members who could serve as a positive force in treating a concern for developing a student's positive self-concept in an academic environment. 3. To develop a plan for creating an awareness of self-concept inferences and for structuring programs to insure fair treatment to minority groups of students in the classroom.

The reorganization - desegregation planning implemented in the Kankakee school district preceeded the formal approval of the project proposal. Thus, no baseline data from the 1969-70 school year existed on a systematic basis. Today, students of different social, ethnic, cultural, and economic environments come together and increase the normal range of differences found in neighborhood schools. With this increase of heterogeneity it was likely that the mean achievment of many classes would decrease. This statement is consistent with numerous previous studies, as well as the 1968 results of the California Achievement Test administered in the Kankakee schools. The research evidence on schools which have moved from segregation to desegregation provided no legitimate basis for implementing this program on the basis of the criterion of achievement. Thus, in the organizational planning, where the major objective was that of developing and increasing the positive self-concepts of students, current research in education, and theory and research of psychology, were found to include aspects

which appeared important and germane to the design of the project.

The Emergence of the Project Design

The original proposal has established the goals of the project in terms of self-concept changes rather than attempting that which appeared to have less potential; that is, increasing academic achievement. Obviously, it was hoped that achievement would improve. Without full recognition, the staff had involved themselves in a deep theoretical and research argument engaged in by educational, school, and learning psychologists. Remediation procedures and behavior modification techniques are the "in things" for many applied psychologists. For these people the primary method to bring about positive self-concepts is to improve the acquisition of skills, knowledge, and facts. On the opposite end of this ordinal scale is the belief of other psychologists that most students having problems in the basic skill areas will not be significantly helped by remedial reading or the like. According to these psychologists, much school underachievement is based upon attitudinal and emotional characteristics rather than lack of skills. Thus, there is the belief that a significant increase in achievement eventually depends upon reversing the process from a negative self image to a positive self-concept.

With these polar elements manifested in theory and procedures, a significant question remained for the planning staff. Could the project be designed around the goal to increase self-concept or should a more traditional remedial approach be utilized? The final decision rested in an answer of yes to the first of the parts of the question. It must be admitted that the consultant to the project from Syracuse University helped clarify the issue. The final decision was to attempt to design this project to enable the answering of the question:

"Does a positive self-concept emerge from a decrease of academic deficiencies through remediation procedures, or from a program designed to increase "success identities," or both, or neither?"

Following the administrative decision to develop a plan of desegregation, and its funding, much in the way of implementing policy had to transpire. Although neither the procedures for effecting change nor for assessing the classrooms had been decided upon, two teams were hired and included in the pre-planning sessions. Each of the teams was led by a former teacher with a good knowledge of the psychological principles which underlie behavior. In addition, each team had two teacher's aids. In total, there were three blacks and three whites. Considerable closure was gained through the meetings of the two teams with the building principals, the project director, and the school psychological consultant from Syracuse University. Preceeding, concurrent with, and following the three pre-planning sessions with the consultant, the teams and principals were involved in much professional reading, observations of other projects and discussion of ways of implementing this project. One of the goals of the project director and consultant during these six days of meetings was to gain involvement and commitment on the part of the teams and principals. Possibly a description of the processes involved in the development of the project design is appropriate at this time.

The goal in this preparatory period was to develop a design that would result in systematically gained data which would answer the questions of the project and contribute to the knowledge of the profession. Unfortunately, the research of many educational psychologists is so highly controlled that the results are of dubious significance for schools where numerous variables cannot

be controlled and there are several interaction effects operating. Similarly, but of the opposite side, much of that which takes place in schools is merely "felt" to be effective but lacks significance, validity and generalizability.

Grades Involved in the Project

One of the important decisions made in the planning sessions resulted in the involvement of two grades, fourth and fifth, in the project. To attempt to reach a greater number was rejected on the basis of limited time and monies. The two schools selected included all of the fourth and fifth grades of the study population. Each was located in a predominantly black school community. There was a total of 27 classes in School A - Lincoln and 17 classes in School B - Franklin. In addition, the staff made the decision to involve as many classes as possible.

Instrument Selection and Development

A major deficiency of many studies involving the construct of self-concept is that too many scores or variables are selected which are only vaguely related to the basic variable or are not consistent with the basic theoretical framework. It is believed that the instruments modified and developed would produce scores which permit the direct answering of the basic project questions. These instruments were:

1. Brookover's (1962) S.C.A., Self-concept of Academic Ability Scale, was modified to meet the age, grade, reading, and experiential backgrounds of the children of the project. The responses to this instrument were interpreted as a measure of the academic self-concept of the respondents.

2. The I.A.R. Scale, developed by Crandall, et. at. (1965) permitted an evaluation of the willingness of students' to take responsibility for their academic successes and for their academic failures. This instrument required modification in terms of the reading and interpretive characteristics of the fourth grade. Basically, it should be considered as an instrument which differentiates between the I - E characteristics of individuals. The I is the willingness of the respondent to internalize (to take personal or self responsibility) his successes and failures; the E is the tendency of the respondent to externalize or give others credit for his successes and blame "not himself" for his failure.

3. The third and possibly the most important data of the project were obtained through the administration of a specifically developed semantic differential instrument. Quoting Osgood, the major developer of this technique: "Of all the imps that inhabit the nervous system - that 'little black box' in psychological theorizing - the one we call 'meaning' is held by common consent to be the most elusive. Yet ----this variable is one of the most important determiners of human behavior" (1957).

To measure the internal - ongoing meanings (self-concept) held by the students of this project, it was necessary to use some observable index. The search for such an index of meaning resulted in the selection of the semantic differential procedures of Osgood, et. al. (1957). Among the reasons for this choice was the fact that these procedures can be evaluated highly against the usual criteria for measuring instruments: objectivity, reliability, validity, sensitivity, and utility.

The semantic space factors selected were: 1. evaluative, and 2. oriented activity. These factors required the subjects to respond to certain concepts (i.e. school, teachers, friends) in terms of certain bipolar scales (i.e. good - bad, fact - slow). As can be surmised, the first factor, evaluative, is a measurement of the tendency of human beings to participate in some internal process(es) which are chiefly evaluative in nature - a mode of evaluation. Used were five scales (pairs of polar words) of which good-bad had the highest loading. The second factor assessed is that which Osgood refers to as "oriented activity." Scales having high loadings and used in this project were: Hot - cold, fast - slow, alive - dead, and difficult - easy. These two factors account for approximately fifty percent of the semantic space; the other six factors contribute the other half of the variance.

Due to the nature of the technique, a virtually endless number of concepts could have been selected for assessment. Here the criterion of utility was the most important in the selection process. The project staff selected the following concepts: school, teachers, me, and friends. The first two concepts permitted an assessment of aspects of the academic self-concept; the last divulged information about the social self-concept.

The selection of the bipolar scales involved the utilization of the following criteria: 1. The height and purity of factorial loadings. 2. Readability difficulty of no higher than the third grade (Thorndike-Lorge 1944). 3. Apparent utility value in terms of the selected concepts. The procedures for assessment were among those recommended by the developers of the technique.

Pilot Study

The motivations involved in the promotion and conduct of the pilot study are difficult to describe and evaluate. Among those which were apparent to the

planners were: 1. The need to test out the newly constructed instruments; this included the evaluation of the readability level, the preciseness of instructions and the subjective evaluation of "desirable group size," and 2. the need to assess the similarities and differences between the two grades of the two schools involved in the project. If the two schools were found (as was true) to be composed of pupils possessing similar self-concepts prior to the treatments, the segments of the final design would not be too rigidly prescribed.

Thus, the three self-concept instruments (Academic Self-Concepts, Intellectual Achievement Responsibility Scale, and the Semantic Differential) were administered to a randomly selected sample of fourth and fifth graders of each of the two schools. The total pilot sample consisted of 92 fourth and 92 fifth graders. No attempt was made to control for sex differences.

For each of the eleven scores the mean, variance, and standard deviation were computed by school and by grade. These permitted a statistical analysis of the basic question of the pilot study - How similar or different were the self-concepts (as measured) of the pupils of the same grade who attended different schools? If similarity was the rule rather than the exception, this would result in an increase in flexibility in the determination of the final project design.

Student's t statistic was employed to test the significance of mean differences. A .05 level was accepted as meeting the criteria of statistical significance.

The two fourth grades differed significantly on one of the eleven self-concept comparisons. On the evaluative factor of the semantic differential, where responses were made to the concept - teachers - the t was 2.55 $p. < .05$.

The fourth graders of Lincoln School evaluated teachers in the more favorable direction. None of the other ten mean differences approached significance. Thus, similarity between the two fourth grades was the rule and not the exception.

In the fifth grade, the two schools differed significantly on two of the eleven mean comparisons. The largest difference was on "the taking of responsibility for failures," part of the I.A.R., where the pupils of Franklin School scored significantly higher ($t = 2.40$). Once again, there was much more similarity between the pupils of the two schools than differences.

As a result of this aspect of the pilot study, it was concluded that there was sufficient similarity between the two schools to permit some flexibility in the development and decisions relating to the final design. Since there were three significant differences, the analysis of covariance technique seemed to be a logical choice among the existing statistics.

In terms of that which was referred to as the logistics of the project, the pilot study revealed to the staff that as much as twenty percent of the pupils had readability difficulties, that the testing groups should be kept in size to a number not greater than 25, and that the administration of the instruments should not take place in a room so large that some pupils would have difficulty clearly viewing the images on the screen from an overhead projector. As a result of these observations, it was decided to make special provisions for those students who might have a reading problem. The pre- and post-testing sessions for these pupils would take place in groups not larger than three. One member from a team would be responsible for clear communication of the instructions of the instrument.

One of the most significant and perplexing aspects of the pilot study concerned grade rather than school differences. The word perplexing is used due to certain significant differences between the two groups on the pilot study results. Rather consistently (15 out of 22 comparisons), the fourth graders responded, as compared to the fifth, in the more favorable direction. The reasons for this are not known but deserve speculation. Unless these grade differences are acknowledged, the results of the project could be majorly misinterpreted. Since the fourth graders obtained more healthy self-concept scores than the fifth graders, it could be that the longer one remains in the elementary grades the poorer "one's" academic self-concept becomes. If true, lack of decline from the beginning to the conclusion of the project could be perceived as being educationally significant in spite of the fact that a statistically significant change might not take place.

Resultant Project Design

The proceedings of the planning sessions and the analysis of the pilot study resulted in the selection of two basic treatments and four analysis cells. Following the discussion of these basic treatments, a description by classes, by treatments, and by schools will be made.

In Figure 1, a two by two treatment design is presented. The two basic treatments were Glasser's classroom meetings and the remediation procedures of the mobile learning unit. Included in the figure is the number of students who were involved in each of the treatments, as well as the number which was used as a pre - post - control. Thus, the four basic cells of the project were:

1. Classroom Meetings - Pupils participating in openended discussions consistent with the writings of William Glasser (1969). Six classes with a total of 150 pupils were involved in these discussion procedures. The goal was

consistent with the writings of Glasser in that it was hoped that these would increase the positive self-concepts of the children. For approximately thirty minutes, three times per week, these children were removed from the regular class procedures and involved in the open-ended discussions. These lasted for a period which began approximately January 15th and were concluded approximately four months later. Six classes were selected for this treatment, three of the fourth grade and three in the fifth.

2. Remediation Procedures (Mobile Learning Unit) - Here the teams concentrated upon improving the academic skills and knowledge of the pupils. Individual pupils or small groups were removed from the classroom to be engaged in the remediation program. Not all pupils received these remedial attentions for precisely the same amount of time. However, all were involved in the program for the approximately four months period. (Note. The reader interested in a more detailed description of the procedures and techniques utilized by the teams and their members is invited to contact the Project Director of the Kankakee School System.) Here again, six classes were randomly selected for inclusion in this treatment, three for each grade. However, an unforeseen circumstance resulted in a decrease of the anticipated size of the cell (150) to 133. This was due to the refusal by one classroom teacher to permit her students to participate in the remediation program. She strenuously objected to their removal from the classroom. Unfortunately, this did not occur until approximately two weeks had transpired in the period.

3. Combined Open-ended Discussion and Remediation Procedures - Each of these six classes (N=146) participated in both of the previously described treatments. This cell permitted an analysis of whether a combination of

treatments would be more effective than either by itself.

4. Control Group - This cell consisted of 191 pupils who participated in the study only to the extent that they took the pre- and post test measures. They represented one baseline for comparison since all were involved in the regular classroom activities but were not involved in either of the two treatments.

GLASSER	Remediation −	Remediation +
−	Control group (N=191)	Remediation (Mobile learning Unit) Group N = 133
+	Open-ended discussion group N=150	Combined treatment group N = 146

Figure 1 - The 2 x 2 treatment design

In terms of the schools involved in the cells of the study, the following is a description of the arrangements by schools, by grades, and by treatments.

Lincoln School

1. Open-Ended Discussion - four classes, two for each grade. This is the Glasser plus, and remediation minus cell of the design.
2. Both Open-Ended Discussion and Remediation Procedures - four classes, two for each grade. This is the plus, plus cell of the design.

3. Control Group - the 191 pupils of this cell of the design were selected from this school. This was possible due to the results of the pilot study. In referring to Figure 1, this is the minus - minus cell.

Franklin School

1. Open-Ended Discussion Only - two classes, one for each grade. These complete the requirements of the cell.

The participating classes rather than pupils selected from each class were randomly selected from those existing in each school. This was necessary, if the cooperation of teachers was to be obtained and maintained. Thus, the treatment design, included a control group of 191 pupils and a total of 429 involved in the treatment groups.

The data analysis design appears in Figure 2. Prior to the initiation of the treatments all six hundred and twenty pupils participated in pre-testing. This produced the baseline data which was statistically compared to the post-test results and permit evidence of change.

Treatments - Grades		Pre Project Data	Treatment Period	Post Project Data
A Open-ended Discussion	4	Intellectual Achievement Responsibility	---	Intellectual Achievement Responsibility
	5	Academic Self Concept Semantic Differential		Academic Self Concept Semantic Differential
B Remedial Procedures	4	Intellectual Achievement Responsibility	---	Intellectual Achievement Responsibility
	5	Academic Self concept Semantic Differential		Academic Self concept Semantic Differential
Combined A & B	4	Intellectual Achievement Responsibility	---	Intellectual Achievement Responsibility
	5	Academic Self Concept Semantic Differential		Academic Self Concept Semantic Differential
Control	4	Intellectual Achievement Responsibility	---	Intellectual Achievement Responsibility
	5	Academic Self Concept Semantic Differential		Academic Self Concept Semantic Differential

Figure II - Data Analysis Design

Results of the Project

Due to the massive amount of data and the tremendous number of permutations, certain decisions had to be made about what to include in this results section of the report. It is hoped that most, if not all, of the decisions were adequate. The data will be presented in five parts. The first three involve the presentation of descriptive statistics which had two functions. Number one, they serve as baseline data and give basic information about the nature of pupil responses without the involvement of "blocking." Thus, they will not include data which are specific to individual treatments. In the last two parts, the most important in the evaluation of the treatments, differences due to race, sex, and treatment will be discussed. Whenever appropriate, analyses by grade will be presented.

A. The Responses of the Total Sample

Found in Table I are the means and standard deviations for the eleven variables for the 620 pupils of the project. The top two rows include the means and standard deviations for the eleven variables prior to treatment. These are followed by the post treatment data. The last row is the comparison of the pre- and post project means; these are presented as difference scores. A minus score means that there was a loss between pre- and post treatment periods. Concerning these data, two special notes must be acknowledged. Number one was that the pilot study conducted in December of 1970 produced results which strongly indicate that the students of these two schools, and of these two grades, showed significant declines on the scores on most of these eleven variables from fourth to fifth grade. Except for the Semantic Differential variables of "Me" and "Friends," the fourth grade results were much more positive than those of the fifth. The second point needing emphasis is that for two of these scores, taking

responsibility for successes and taking responsibility for failures, the total maximum range was a mere eleven points, 0 - 10. Thus, there could be less chance of apparent change on these two constructs.

Of the fourth and fifth graders originally selected for inclusion in the study; the total was 661, 620 were present for both pre- and post testing. This final total consisted of 248 white males, 71 black males, 220 white females, and 81 black females. These figures are quite consistent with the black - white ratios of the school community and of these two grades. For the total school system, the 1969-70 school year figures showed that there were 23.6% blacks. The 1970-71 quantities for these two grades indicate that there was a 25 : 75% ratio of blacks and whites.

The mean gain scores from pre- and post treatment showed eight losses and three gains. These results are very consistent with the pilot study results. Pupils of these two grades in Kankakee, Illinois grow decreasingly positive about the numerous aspects of schools as they progress through and from the fourth to fifth grade. Most of the eleven mean gain scores were quite small. The exceptions were the constructs of School - Evaluative and Teachers - Evaluative. Each of these two had large minus gain scores. All three of the positive gain scores were quite small with Friends - Oriented Activity being the largest.

TABLE I

Pre and Post Treatment Data for All 620 Pupils of the Project

	School		Me		Teachers		Friends		E.I.A.R.		
	Eval.	Or. Act.	Eval.	Or. Act.	Eval.	Or. Act.	Eval.	Or. Act.	Success	Failure	S.C.A.
					Pre Treatment						
M	26.52	17.99	27.24	19.87	28.34	19.33	28.18	19.48	8.25	6.78	33.45
S.D.	6.82	4.48	5.78	3.62	7.31	4.45	6.33	3.98	1.59	2.00	5.99
					Post Treatment						
M	24.06	17.58	26.99	19.99	26.42	18.66	28.47	20.00	8.01	6.60	33.09
S.D.	7.71	4.88	5.85	3.49	8.66	4.60	6.14	3.65	1.83	2.13	5.94
					Mean Gain Scores (Post Minus Pre)						
	-2.46	-0.41	-0.25	0.12	-1.92	-0.67	0.29	0.52	-0.24	-0.18	-0.36

B. Multiple Regression Analysis - Stepwise - N=620

The correlational matrix (Table II) is presented for two reasons. The most basic of these was to answer the question of whether of not inferential statistics and specifically, analysis of covariance were required and would be appropriate. Unless there was a significant correlation between the scores on pre- and post testing on the same measures, analysis of covariance would not be needed. In other words, there would be nothing to covary out. Since each of the correlations between E - P of the same measure was significant, additional analyses were appropriate. The second major reason for the inclusion of this matrix was the need to check the correlations of each score with all others on the pre- post treatment periods. Probably the most significant finding was the relative lack of statistical significance. However, the Semantic Differential responses to two school factors correlated significantly with the same scores on the teacher factors. The remaining few significant correlations showed no consistent patterning.

TABLE II

Correlational Matrix of Pre-Treatment (E) - Post Treatment (P)

Self Concept Scores, N=620

	E 1	E 2	E 3	E 4	E 5	E 6	E 7	E 8	E 9	E 10	E 11
P 1	.57	.33	.14	.06	.46	.33	.14	.05	.10	.03	.23
P 2	.34	.35	.09	.08	.27	.25	-.02	.08	.00	.05	.06
P 3	.15	.06	.40	.09	.06	.03	.15	.08	-.01	-.09	.22
P 4	.11	.08	.16	.17	.00	.00	.11	.11	.05	-.06	.16
P 5	.47	.27	.15	.00	.56	.32	.13	.05	.11	+.05	.13
P 6	.36	.29	.0,	.01	.37	.37	.08	.06	.06	.06	.02
P 7	.09	.07	.15	.13	.10	.05	.32	.13	.00	-.03	.02
P 8	.14	.08	.08	.16	.12	.11	.11	.16	.00	-.01	-.01
P 9	.17	.09	.11	.11	.20	.05	.05	-.02	.39	.18	.15
P 10	.08	.08	-.10	-.01	.16	.07	.08	.02	.27	.39	-.03
P 11	.27	.05	.24	.11	.14	.01	.10	.04	.15	-.03	.62

P 05 = .16 P 01 = .23

E 1, P 1 School-Evaluative
E 2, P 2 School-Oriented Activity
E 3, P 3 Me-Evaluative
E 4, P 4 Me-Oriented Activity
E 5, P 5 Teachers-Evaluative
E 6, P 6 Teachers-Oriented Activity
E 7, P 7 Friends-Evaluative
E 8, P 8 Friends-Oriented Activity
E 9, P 9 Success-Responsibility
E 10, P 10 Failure-Responsibility
E 11, P 11 Academic Self Concept

C. Results by Race and Sex but not by Treatment

The results included under this label are presented in narrative rather than tabular form. Included will be a brief description of the pre- post treatment means by race and by sex.

The white males involved in this project but not separated by grade or by treatment totaled 248. The mean scores on the pre- and post testing periods showed nine losses. The two largest were on the factors of School - Evaluative, and Teachers - Evaluative. The two gains were not as large; they were on the factors of Friends - Evaluative, and Me - Activity. For two scores there was basically no change; these were Me - Evaluative and Friends - Activity.

The black male group, which consisted of 71, showed seven mean losses on the eleven scores. Of these there was one large loss; this being, School - Evaluative. Of the four gains, the largest was Friends - Evaluative; the other three were Friends - Activity, Me - Activity, and School - Activity.

The 220 white females showed the greatest number of mean losses between pre- and post project scores. There were ten mean losses, the largest being School - Evaluative and the second largest being Teachers - Evaluative. The one gain score was on the construct of Friends - Activity. For three scores the change was so small that basically these should be described as "no change," the responsibility scores for successes and failures and the Me - Activity scores.

The means for the 81 black females showed eight losses in the project period. The greatest were School - Evaluative and Teachers - Evaluative. Of the three gains, the largest was Friends - Evaluative. The other two gains were Friends - Activity and Me - Activity.

In summary, probably the most important finding about the means for these eleven scores for the two races and two sexes (without regard for treatment) was that the four groups had more losses than gains. White females had the highest number of losses, followed closely by white males. Of the eleven scores, one was the most dramatic in that it showed the greatest loss for each group. This was School - Evaluative. The second largest loss for all but the white females was Teachers - Evaluative. Of the gain scores, the most consistent improvement was found on the Friends - Evaluative concept. The exception, white females, showed greatest gain on Friends - Activity.

D. Mean and Dispersion Results, Race by Sex by Treatment

The fourth step in this analysis of the results involved the presentation of the means and standard deviations for the eleven scores. These are shown by race, sex, and treatment in Tables 3 - 6. These tables include the descriptive statistics concerning the pre- and post treatment results. The control groups will be discussed first since these represent baseline data. Hypotheses about the effects of the treatments can be analyzed through comparison of each of the treatments with the control group.

All four control groups (race by sex) showed a higher number of losses than gains during the project period. Here, as well as on the previous and following pages, gain scores were computed for the eleven variables of the study. When the pre-test score was the highest of the two it was an indication of a loss.

The results of the four control groups are found in the first column of the four tables. The smallest number of losses was manifested by the white males and black females; each of these had seven losses. At the other extreme was the

black males, who had ten losses. The remaining group, the white females, had eight losses. These data of the control groups were presented since they are important in the analyses of change. From this point, the major presentation will be the scores of the pupils involved in each of the groups, control and treatment.

Control

The white male control group contained 79 pupils which is the total of the two grades. As mentioned previously, their responses showed losses on seven of the eleven scores. Of these losses, two were very large statistically; these were on on the factors of Teacher - Evaluative and School - Evaluative. In addition, a sizeable loss occurred on the Teachers - Activity scores. The only gain of any magnitude was found on the Friends - Evaluative construct. The other gains were academic self-concept, and Me - Activity and Me - Evaluative, which were very small.

The responses of the nineteen black males of the control group were somewhat different. The number of losses increased to ten of the eleven scores. These black males showed a huge loss on the School - Evaluative concept and a very large loss on the Teachers - Evaluative score. Additional large losses were on the Teachers - Activity and Friends - Evaluative scores. The only gain was a mere .47 on the academic self-concept test.

The eleven scores of the white females control group included eight mean losses. Two of these were quite large; they were School - Evaluative and Teachers - Evaluative. Of the three gains, the largest was on the Friends - Evaluative concept. One of the gains was very small, this being, Me - Activity.

The responses of the 24 black females showed seven losses and three insignificant gains. The remaining score was one of zero difference between the pre- and post testing. Of the seven losses, the largest was School - Evaluative, followed by Teachers - Evaluative. There is no genuine reason for describing the three gains since the largest was a mean difference of .25.

In the remaining part of this descriptive analysis evaluation of the performances of the treatment groups will be described by race and sex. These results are found in Tables 3-6.

Glasser Treatment Group

Of the Glasser treatment groups, the smallest number of losses and the greatest number of gains was obtained by the Black males. The highest number of losses was obtained by white males. The two groups of females were quite similar as to losses and gains.

The white males (N=48) showed losses on eight of the eleven scores. The two largest losses were School - Evaluative and Teachers - Evaluative. The largest gain was obtained on the concept of Friends - Activity. There was very little change on the responsibility scores and the School - Activity concept.

The black males who showed five losses and six gains had their highest minus score on the concept of School - Evaluative. Of the six gains, the largest two were Friends - Evaluative and Friends - Activity. Thus, we see a pattern which seems to be emerging; this being, as school is evaluated as less important, friends are perceived as being more important and a source of greater participation.

The mean scores of the 53 white females showed six losses and five gains during the pre-post period. Of the six losses, only one was large; this was School - Evaluative. Of the five gains, only one was sizable; this was Friends -

Activity. In reality, this group changes very little as a result of treatment. However, when contrasted to the control group of white females, they appear to have changed in the desirable direction.

The scores of the 22 black females showed seven losses and four gains. However, only one of these mean changes was greater than 1.00; this being, a loss score on School - Evaluative. The other six losses were not as large as 1.00. Of the four gains, the largest was academic self-concept which was .73.

Remediation Group

The remediation group, locally known as the mobile learning units, showed the most consistent results among the race and sex groups. The range of losses was from six to seven of the eleven scores for all four groups. Although this might be viewed positively it was a decided improvement over the control group.

The white male group, which consisted of 49, showed six losses. Only one of these was large; this being, School - Evaluative. There was no really large gain; the highest was Friends - Evaluative. On two concepts there was basically no change; these were Me - Activity and Friends - Activity. The number of losses was the smallest for the four groups of white males.

Black males, N-18, showed seven losses between pre- and post testing. The largest of these was Teachers - Evaluative, followed by School - Evaluative. One of the gains was quite sizable; this was Friends - Evaluative. Two other scores were worth noting, Friends - Activity and School - Activity.

The white females (N=48) who underwent the remediation program, showed six pre-post treatment losses. The highest three of these were, in rank order, Teachers - Evaluative, Teachers - Activity and School - Evaluative. Of the four gains the highest two were Friends - Activity and academic self-concept. There was zero change on one score.

The black females involved in the remediation program (N=17) showed six losses, four gains, and one score of zero change. Of the six losses, one was very large; this being, Teacher - Evaluative. The other three which were large were School - Evaluative, School - Activity and academic self-concept. Of the four gains, only one was large and this was Me - Activity.

Any summary of the results of the mobile learning unit - remediation must include the fact that the number one loss was Teachers - Evaluative. For all of the other three groups School - Evaluative showed the greatest loss. Why the students who underwent participation in this remediation program evaluated teachers so lowly is not known. Perhaps this change was due to a contrast between their regular class teachers and the mobile learning unit teams.

Combined Treatments

The four subgroups who received both treatments differed considerably in their gain scores. For some reason the white males (N=50) participating in both treatments showed considerably more losses than the control group. These white males showed losses on ten of the eleven scores. Two of these were very large, School - Evaluative and Teachers - Evaluative. The only gain was Teachers - Activity.

In contrast to the white males, the black males showed seven gains and only four losses. Four of these gains could be described as being large to very large. The Teachers - Evaluative score increased 6.44 points, Friends - Evaluative changed in the plus direction 4.44, School - Activity 2.81, and Friends - Activity 2.44. The largest loss was on the academic self-concept score.

The white females who participated in both treatments showed as many losses as the control group. Of these eight losses, not one was outstandingly

high. The highest was School - Evaluative, followed by Friends - Evaluative and Teachers - Evaluative. All of the three gains were small, with School - Activity being the largest, followed by Friends - Activity and willingness to take responsibility for one's failures.

The black females who participated in both treatments showed five losses, five gains, and one score of zero change. Once again, the concept of School - Evaluative had the largest loss. In this negative direction this was followed by Teachers - Activity. Of all four groups, the black females showed the highest quantities of the gain scores. The three scores showing most improvement were Friends - Evaluative, Friends - Activity, and academic self-concept.

Hardly needing pinpointing is the fact that the black pupils responded much more favorably to the combination of the treatments than the whites. The blacks showed four and five losses; seven and six gains. The whites showed ten and eight losses; these were equal to or greater than the losses of the control groups. The reader of this report should not conclude that the remediation program is best for whites and exposure to both treatments is more effective for blacks. This would be a misinterpretation of the results, since no one knows how the blacks would respond to the open-ended discussion groups of Glasser if whites were not present.

TABLE 3

Self Concept Scores, Race by Sex by Treatment-White Males

Scores	Control				Glasser				Remediation				Both Treatments			
	Pre M N=79	Pre S.D.	Post M N=79	Post S.D.	Pre M N=57	Pre S.D.	Post M N=57	Post S.D.	Pre M N=50	Pre S.D.	Post M N=50	Post S.D.	Pre M N=62	Pre S.D.	Post M N=62	Post S.D.
1	24.03	8.68	21.71	9.72	26.95	5.76	24.86	7.68	24.10	7.75	21.70	7.37	25.37	8.50	22.05	8.98
2	16.42	5.66	15.90	5.36	17.82	3.68	17.64	4.43	16.44	5.12	17.10	4.96	18.98	3.83	17.82	4.85
3	27.80	6.46	27.95	6.33	26.77	6.71	27.09	6.60	27.94	5.48	27.02	6.43	27.87	5.66	27.82	6.04
4	19.84	4.52	19.95	4.03	20.00	3.95	19.65	3.28	19.74	3.19	19.80	2.85	20.08	3.41	20.98	3.74
5	26.08	9.18	22.91	10.79	30.07	5.95	27.98	8.49	26.32	7.61	25.28	9.04	28.55	7.99	24.81	9.43
6	18.30	5.26	16.57	5.70	18.98	3.86	18.42	4.98	18.26	4.91	18.94	4.04	20.31	3.70	18.69	4.14
7	27.48	6.60	28.80	5.57	28.82	6.21	29.23	6.96	28.32	5.66	29.06	5.35	29.48	5.96	29.00	6.36
8	19.78	4.35	19.66	4.48	19.35	3.91	20.21	3.58	19.70	3.22	19.82	3.05	20.74	3.61	19.97	3.27
9	8.23	1.67	7.80	2.03	8.30	1.32	8.09	1.82	8.20	1.85	7.88	1.89	8.19	1.46	7.92	2.03
10	6.15	2.18	6.10	2.26	6.50	1.87	6.46	2.04	7.08	1.61	6.80	2.02	6.97	1.96	6.45	2.27
11	33.67	6.09	34.16	6.08	34.35	6.11	32.93	6.85	32.00	6.95	31.26	7.92	31.31	7.07	31.11	7.00

1 School-Evaluative
2 School-Oriented Activity
3 Me-Evaluative
4 Me-Oriented Activity
5 Teachers-Evaluative
6 Teachers-Oriented Activity
7 Friends-Evaluative
8 Friends-Oriented Activity
9 Success-Responsibility
10 Failure-Responsibility
11 Academic Self Concept

TABLE 4

Self Concept Scores, Race by Sex by Treatment-Black Males

Scores	Control				Glasser				Remediation				Both Treatments			
	Pre M N=19	Pre S.D.	Post M N=19	Post S.D.	Pre M N=18	Pre S.D.	Post M N=18	Post S.D.	Pre M N=18	Pre S.D.	Post M N=18	Post S.D.	Pre M N=16	Pre S.D.	Post M N=16	Post S.D.
1	29.11	5.58	23.42	8.86	28.06	4.81	24.89	8.20	25.22	7.50	23.61	8.78	27.13	5.02	26.31	6.31
2	19.05	5.86	17.37	5.48	18.72	5.73	[illegible].50	5.47	18.89	3.89	19.94	4.24	17.88	3.93	20.69	3.65
3	27.42	5.75	26.42	7.19	27.44	4.97	26.61	4.51	25.28	6.78	24.61	6.31	26.50	6.54	27.75	7.43
4	19.89	3.76	19.63	3.98	19.67	2.74	20.17	2.87	20.39	3.79	20.72	3.77	19.65	4.05	20.25	5.07
5	28.63	8.36	24.63	8.79	28.11	7.51	28.50	7.99	28.00	6.56	25.61	10.22	24.06	9.31	30.50	5.77
6	20.63	4.37	18.47	5.31	20.00	5.30	19.67	4.28	20.06	4.80	19.17	4.31	19.13	6.47	19.88	3.14
7	27.89	5.59	25.68	7.99	27.72	5.49	28.72	6.13	26.06	7.39	28.39	6.60	24.19	7.88	28.63	8.98
8	20.26	4.83	19.26	3.86	19.56	3.43	20.56	3.93	19.33	6.03	20.72	3.48	19.00	5.18	21.44	4.43
9	8.63	1.46	8.00	2.03	7.61	2.38	7.72	1.74	7.83	1.89	7.39	1.94	8.00	2.07	7.38	2.13
10	5.89	2.33	5.21	1.90	6.17	2.60	6.11	2.61	7.44	1.69	6.56	2.20	6.19	2.01	5.81	2.40
11	34.74	3.91	35.21	4.40	32.72	5.00	33.06	4.00	32.83	6.50	31.89	3.71	33.19	5.27	31.19	5.43

1 School-Evaluative
2 School-Oriented Activity
3 Me-Evaluative
4 Me-Oriented Activity
5 Teachers-Evaluative
6 Teachers-Oriented Activity
7 Friends-Evaluative
8 Friends-Oriented Activity
9 Success-Responsibility
10 Failure-Responsibility
11 Academic Self Concept

TABLE 5

Self Concept Scores, Race by Sex by Treatment-White Females

Scores	Control				Glasser				Remediation				Both Treatments			
	Pre M N=69	Pre S.D.	Post M N=69	Post S.D.	Pre M N 53	Pre S.D.	Post M N=53	Post S.D.	Pre M N=48	Pre S.D.	Post M N=48	Post S.D.	Pre M N=50	Pre S.D.	Post M N=50	Post S.D.
1	28.25	5.74	24.41	7.64	26.55	5.64	25.04	5.52	27.79	5.46	26.58	5.63	27.60	6.48	26.20	6.37
2	18.38	3.94	16.75	5.49	17.23	3.70	17.36	4.46	18.81	3.22	18.40	3.73	18.02	4.40	18.64	4.91
3	27.59	5.51	28.23	5.04	26.06	5.92	25.23	5.64	28.08	4.81	27.08	4.24	26.90	4.86	26.68	4.89
4	19.72	3.39	19.80	3.32	19.19	3.50	18.94	3.13	20.15	2.20	20.15	2.54	20.20	2.81	19.64	2.67
5	29.70	6.40	25.87	8.45	28.09	6.70	28.36	6.11	30.50	4.23	28.79	5.71	30.14	6.43	28.92	6.38
6	18.65	4.49	18.20	4.43	19.04	3.90	19.53	4.35	21.10	2.90	19.88	3.56	19.70	3.17	19.30	4.11
7	29.84	6.37	29.26	6.36	28.08	6.04	28.02	5.76	30.19	4.27	29.52	4.21	28.92	4.90	27.58	5.54
8	19.35	3.86	24.25	3.06	18.47	3.94	19.87	3.61	19.75	2.79	20.67	2.93	19.48	2.77	19.92	3.20
9	8.13	1.62	8.04	1.82	8.55	1.35	8.25	1.71	8.63	1.18	8.71	1.41	8.22	1.61	8.10	1.52
10	7.20	1.90	6.64	2.16	7.06	2.05	7.21	1.93	7.31	1.56	7.71	1.64	6.70	1.95	6.80	2.02
11	34.86	6.00	33.43	4.53	33.83	5.85	33.62	5.58	33.38	4.31	34.19	4.16	32.70	5.40	32.52	5.80

1 School-Evaluative
2 School-Oriented Activity
3 Me-Evaluative
4 Me-Oriented Activity
5 Teachers-Evaluative
6 Teachers-Oriented Activity
7 Friends-Evaluative
8 Friends-Oriented Activity
9 Success-Responsibility
10 Failure-Responsibility
11 Academic Self Concept

TABLE 6

Self Concept Scores, Race by Sex by Treatment-Black Females

Scores	Control				Glasser				Remediation				Both Treatments			
	Pre M N=24	Pre S.D.	Post M N=24	Post S.D.	Pre M N=22	Pre S.D.	Post M N=22	Post S.D.	Pre M N=17	Pre S.D.	Post M N=17	Post S.D.	Pre M N=18	Pre S.D.	Post M N=18	Post S.D.
1	27.50	7.08	25.42	5.00	27.36	4.50	27.95	4.43	28.24	5.75	25.29	6.75	26.33	5.31	21.56	8.10
2	18.13	4.20	17.25	3.70	19.14	3.76	18.82	3.62	19.76	5.27	17.41	5.60	18.78	4.85	18.39	5.35
3	26.54	6.43	25.67	5.02	27.41	5.14	26.68	5.10	26.47	4.64	25.00	7.48	26.50	6.68	27.56	5.66
4	19.13	4.65	19.17	4.25	20.68	3.63	20.23	4.05	19.53	4.76	21.29	3.20	20.39	4.29	21.50	4.18
5	28.17	7.25	26.25	9.21	30.32	4.72	29.82	6.33	28.18	6.48	23.41	8.69	24.56	8.73	24.56	10.25
6	18.54	4.79	17.96	4.38	20.14	4.16	20.32	3.68	19.88	5.73	20.24	4.48	19.06	5.19	17.00	5.71
7	26.29	6.97	26.29	5.87	25.77	7.02	26.14	7.02	25.94	8.68	27.06	6.98	24.94	8.04	28.67	5.51
8	18.21	5.95	18.46	3.84	18.73	3.92	19.05	4.82	19.88	2.85	19.82	4.08	18.39	4.98	20.94	4.36
9	7.63	1.58	7.50	1.87	8.55	1.65	8.00	1.98	8.82	1.13	8.82	1.29	8.11	1.45	7.83	1.65
10	6.21	1.93	6.38	1.97	6.64	2.54	6.41	2.32	6.88	2.03	7.53	1.74	6.94	1.70	6.28	1.90
11	35.13	5.01	33.71	7.09	35.05	4.35	35.77	4.48	35.24	4.31	32.88	6.81	31.22	4.60	33.44	5.62

1 School-Evaluative
2 School-Oriented Activity
3 Me-Evaluative
4 Me-Oriented Activity
5 Teachers-Evaluative
6 Teachers-Oriented Activity
7 Friends-Evaluative
8 Friends-Oriented Activity
9 Success-Responsibility
10 Failure-Responsibility
11 Academic Self Concept

E. Covariance Analyses

In view of the nature of the results discussed previously, this part of the discussion might have considerable importance. The writer must assume that those analyzing the following data are knowledgeable about a non-orthogonal multiple covariance design. The data were analyzed by the covariance procedure for a two by two factorial design having unequal observations per cell. This statistical method allowed for observations of race, sex, grade, and treatments with the pupils assigned by units (classes) rather than by random blocks. To determine if the eleven score changes were significantly different for the three groups involved in the two treatments, plus the control group, analysis of covariance for a non-orthogonal design was utilized for each of the scores. In this statistical design an F value of 3.85 was necessary for significance at the .05 level for all eight blocks and all treatments. When this level of confidence was attained, multiple mean comparisons were necessary to identify the basic source of difference. This type of analysis provided a measure of the gain scores made as a function of where the pupils were initially on the eleven measures of self-concept. Basically, it is important to perceive these statistical procedures as involving the pupils as their own controls as to the amount of score changes.

School - Evaluative

Analysis of covariance (Table 7) showed significant grade, sex differences among the blocks and treatment interaction effects on the School - Evaluative scale. The means associated with a significant variance between grades showed the difference to be the fourth grade evaluating school less negatively than the fifth. However, each of the grades showed a large loss from pre- to post testing, the fifth grade expressed significantly less positive attitudes.

The significant sex variance on this score is somewhat more difficult to describe. Both sexes had a decrease on the School - Evaluative means. However, the males decreased the most, -2.62, to -2.29 for the females. With declines of this magnitude, this statistically significant difference takes on less criticalness in terms of educational significance.

The treatment F's are more difficult to describe and understand. Total treatments, T 1 (Remedial) and T 2 (Glasser) were not significant. Interaction of T 1 x T 2 was, F = 4.89.

Comparison of the adjusted means showed all four groups to have large losses on this concept. However, in comparison to the direct treatment cells the control group lost by far the most. The changes of the other cells were approximately the same.

School - Oriented Activity

The analysis of covariance results for this concept appeared in Table 8. On this score, the significant F's were found among the treatments. The F for total treatments was 4.16 (F.05 = 2.60). For T 1 F = 8.76, for T 2, 4.80. The interaction of the treatments did not approach significance. Thus, the treatments effected a significant change without a major influence from sex, grade, or race.

Both treatments and the combination of the two were significantly more effective on this variable than the control group. The group involved in both treatments was the only one to show a positive gain score. The control group had a large loss on this concept.

Me - Evaluative

The Me - Evaluative analysis is found in Table 9. The s x g significance was a result of the fourth grade and the female sex changing the most. Unfortunately

TABLE 7

Analysis of Covariance Summary: School-Evaluative

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	24,496.19	39.62		
Treatments X Blocks (BKS)	21	899.06	42.81	1.57	1.10
Treatments + BKS	10				
Residual	587	22,918.19	39.06		
Adj. for M, Covariance	618	24,496.19			
Blocks	7	628.88	89.84	2.01	2.30
s x r x g	1	106.88		3.85	2.73
r x g	1	24.38		3.85	.62
s x g	1	62.44		3.85	1.60
s x r	1	50.34		3.85	1.29
g (Grade)	1	222.24		3.85	5.69
r (Race)	1	.84		3.85	.02
s (Sex)	1	161.63		3.85	4.13
Treatments/Blocks	3	260.18	86.73	2.60	2.22
T 1	1	15.94		3.85	.41
T 2/T 1	1	53.13		3.85	1.36
T 1 x T 2	1	191.13		3.85	4.89
Error	608	23,768.75	39.09		

TABLE 8

Analysis of Covariance Summary: School-Oriented Activity

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	12, 917.63	20.90		
Treatments X Blocks (BKS)	21	333.13	15.76	1.57	.76
Treatments + BKS	10				
Residual	587	12,076.50	20.59		
Adj. for M, Covariance	618	12,917.63			
Blocks	7	241.81	34.54	2.01	1.70
s x r x g	1	59.56		3.85	2.92
r x g	1	0.00		3.85	.00
s x g	1	13.84		3.85	.68
s x r	1	59.25		3.85	2.91
g (Grade)	1	64.56		3.85	3.17
r (Race)	1	43.31		3.85	2.13
s (Sex)	1	1.31		3.85	.06
Treatments/Blocks	3	254.44	84.81	2.60	4.16
T 1	1	178.44		3.85	8.76
T 2/T 1	1	83.38		3.85	4.80
T 1 x T 2	1	29.25		3.85	1.44
Error	608	12,382.75	20.37		

the changes on all four cells were in the negative direction. Between pre- and post testing the fifth grade males changed very little.

The T 1 x T 2 significant interaction of treatments is as perplexing to explain verbally as all interactions of this type. The paired comparisons of the treatment means showed the combination of both treatments to have had the only positive impact. Since this treatment involved both the Glasser and the remediation techniques, each by itself had a negative gain score. One hypothesis about the significant interaction is that the two in combination had a differential effect on this concept. The means for the control, Glasser, and remedial groups were quite similar.

Me - Oriented Activity

On this concept of the Semantic Differential, Me - Oriented Activity, just one F was significant. The F of 6.79 for Treatment 1 far exceeded the established level of statistical confidence. Here, (See Table 10), the remediation group was clearly more effective than the Glasser open-ended discussion treatment. Although the F's for the blocks were not significant, they were controlled for during the analysis of treatment results. The comparison of the means for race and sex showed the black females contributed the largest amount of the positive change score for the remediation group. It is realized that the above interpretation must be tempered by the fact that this was a non-orthogonal treatment.

Teacher - Evaluative

On the Teacher - Evaluative dimension (Table 11), there were six significant analysis of covariance F's. Within the blocks sex x race, and grade F's were 6.02 and 9.58. In addition, the F for total blocks was significant.

TABLE 9

Analysis of Covariance Summary: Me-Evaluative

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	17,790.69			
Treatments X Blocks (BKS)	21	462.06	22.00	1.57	.77
Treatment + BKS	10				
Residual	587	16,832.63	28.68		
Adj. for M, Covariance	618	17,790.69			
Blocks	7	366.94	52.42	2.01	1.84
s x r x g	1	24.19		3.85	.85
r x g	1	30.44		3.85	1.07
s x g	1	231.44		3.85	8.12
s x r	1	2.38		3.85	.08
g (Grade)	1	4.38		3.85	.15
r (Race)	1	50.81		3.85	1.78
s (Sex)	1	23.31		3.85	.82
Treatments/Blocks	3	147.81	49.27	2.60	1.73
T 1	1	5.25		3.85	.18
T 2/T 1	1	1.06		3.85	.04
T 1 x T 2	1	142.56		3.85	5.00
Error	608	17,328.63	28.50		

TABLE 10

Analysis of Covariance Summary: Me-Oriented Activity

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	7,323.25			
Treatments X Blocks (BKS)	21	180.50	8.60	1.57	.72
Treatments + BKS	10				
Residual	587	6,970.13	11.87		
Adj. for M, Covariance	618	7,323.25			
Blocks	7	78.06	11.15	2.01	.95
s x r x g	1	5.00		3.85	.43
r x g	1	2.88		3.85	.24
s x g	1	.31		3.85	.03
s x r	1	10.75		3.85	.92
g (Grade)	1	26.31		3.85	2.24
r (Race)	1	21.88		3.85	1.86
s (Sex)	1	11.00		3.85	.94
Treatments/Blocks	3	84.81	28.27	2.60	2.41
T 1	1	79.81		3.85	6.79
T 2 /T 1	1	.06		3.85	.01
T 1 x T 2	1	5.06		3.85	.43
Error	608	7,142.75	11.75		

The s x r significance was due primarily to blacks and males evaluating teachers less negatively than whites and females. This was especially true of the scores of white males. Although all four groups (races by sex) showed a loss in their evaluative scores of teachers, when compared to the other three groups black males had the smallest loss.

In terms of the grade differential significance, the fourth grade showed significantly less decline in their scores on this concept. Once again, the trend was constant. The fourth grade following treatment expressed scores indicating a less negative attitude about teachers than the fifth grade. Yet, each grade had minus gains scores on this concept.

The treatment responses, with the blocks held constant, showed three significant F's. The total for treatments was significant. Compared to the control group, the treatments had a less negative effect upon this concept.

The T 2 significant F was due to the Glasser treatment group having a more positive (less negative) change on the scores of this concept than either the remedial or control groups. It should be noted that the combination of treatments cell showed the largest gain. Although s x r x g blocks were not directly involved in this F, black males gained by far the most when they were involved in both treatments. Similarly, they gained the most when they were involved in the Glasser program by itself.

The significant interaction of T 1 x T 2, as is typical, is the most difficult to explain. The interaction effect was complicated by the fact that two of the Glasser groups showed positive gain scores and two showed negative. The same was true for the combination of the two treatments group. However the remedial treatment groups showed losses on all four cells (race x sex). The control group showed a loss on all four cells but the losses were in inverse order to those of the remediation group.

TABLE 11

Analysis of Covariance Summary: Teachers-Evaluative

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	32,016.13			
Treatments X Blocks (BKS)	21	1,441.56	68.65	1.57	1.41
Treatments + BKS	10				
Residual	587	28,254.38	48.11		
Adj. for M, Covariance	618	32,016.13			
Blocks	7	1,107.69	158.24	2.01	3.23
s x r x g	1	62.88		3.85	1.28
r x g	1	6.06		3.85	.12
s x g	1	70.13		3.85	1.42
s x r	1	295.00		3.85	6.02
g (Grade)	1	469.44		3.85	9.58
r (Race)	1	93.00		3.85	1.90
s (Sex)	1	111.19		3.85	2.27
Treatments/Blocks	3	836.94	278.98	2.60	5.69
T 1	1	73.00		3.85	1.49
T 2/T 1	1	615.00		3.85	12.55
T 1 x T 2	1	310.63		3.85	6.34
Error	608	29,909.75	29.00		

Teachers - Oriented Activity

The data of Table 12 consist of the analysis of the Teachers - Oriented Activity responses. On the blocks dimension of the statistical design, the variances differed as to grade and sex. Within the treatment dimension, the significant F's were total treatments, T2 and the interaction of T1 x T2. The sex difference was statistically significant due to the superiority of the scores of the males on this scale. They showed a very slight loss between pre- and post treatments while the females had approximately one-half a point decline.

Since the F of 3.85 for grades was significant, the comparison of means resulted in the finding that the fourth grade varied little from pre- to post testing, while the fifth grade showed a relatively large loss, -1.06.

The total effect of the treatments was significant, F = 5.01. Of the two treatments, one was significant - remediation, F = 4.21. On this concept, remediation alone was more effective than the combination of both and clearly superior to the control group.

The interaction effect of treatments, T1 x T2 = 12.18. The group receiving both treatments lost almost as much as the score of the control group. Each treatment, by itself, was clearly superior to the control group. However, all four groups declined on this concept.

Friends - Evaluative

On the Friends - Evaluative concept (Table 13) there were two significant analyses of covariance. The total blocks was significant (F = 2.47). However, of the seven blocks only one was significant, sex x race x grade.

The significance of the combination of these three blocks appears to be due to the clear superiority of the scores of males, of blacks, of the fifth grade on

TABLE 12

Analysis of Covariance Summary: Teachers-Oriented Activity

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	11,329.00			
Treatments X Blocks (BKS)	21	433.56	20.65	1.57	1.18
Treatments + BKS	10				
Residual	587	10,285.06	17.52		
Adj. for M, Covariance	618	11, 329.00			
Blocks	7	284.50	10.64	2.01	.60
s x r x g	1	.31		3.85	.02
r x g	1	34.19		3.85	1.94
s x g	1	3.44		3.85	.20
s x r	1	44.94		3.85	2.55
g (Grade)	1	122.75		3.85	6.97
r (Race)	1	11.13		3.85	.63
s (Sex)	1	67.75		3.85	3.85
Treatments/Blocks	3	264.81	88.24	2.60	5.01
T 1	1	74.06		3.85	4.21
T 2/F 1	1	48.00		3.85	2.73
T 1 x T 2	1	214.50		3.85	12.18
Error	608	10,707.94	17.61		

this concept. While females had a negative gain score, the males went in the opposite direction. The same was true of race and grade scores.

Friends - Oriented Activity

The Friends - Oriented Activity scale, Table 14, produced two significant F's. The combination of sex x race x grade was again significant. In contrast to certain of the school variables, all six cells showed gains from the pre- to post testing period.

The sex x race significance was due to the improvement of scores of the females and blacks. Females had a positive gain score of .864, the males a plus of .188. Whites increased .425 while the blacks had a mean gain of .796.

Taking Responsibility for Successes

On this first of the two scores on the taking of academic responsibility scales (Table 15), there were just two significant analyses of covariance. These were the differences in the taking of responsibility for successes by the grades and by the sexes. Note - The mean range for these two scores was eleven, 0 - 10.

The significant F for the grades was 3.76. Once again, the data are complicated by the fact that all four cells, two by grades and two by sexes, showed negative gain scores. However, the fourth grade showed the largest negative gain score. The change for the fifth grade was -.125.

The significant sex difference was primarily due to the smallness of the variances. Males decreased on this concept .220 while the females had a gain score of -.316.

TABLE 13

Analysis of Covariance Summary: Friends-Evaluative

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	20,980.31			
Treatments x Blocks (BKS)	21	728.31	34.68	1.57	1.03
Treatments + BKS	10				
Residual	587	19,685.94	33.54		
Adj. for M, Covariance	618	20,980.31			
Blocks	7	579.81	82.83	2.01	2.47
s x r x g	1	291.50		3.85	8.69
r x g	1	106.56		3.85	3.18
s x g	1	30.63		3.85	.91
s x r	1	.38		3.85	.01
g (Grade)	1	41.25		3.85	1.23
r (Race)	1	44.50		3.85	1.37
s (Sex)	1	65.00		3.85	1.94
Treatments/Blocks	3	15.38	5.13	2.60	.15
T 1	1	2.69		3.85	.08
T 2/F 1	1	8.31		3.85	.25
T 1 x T 2	1	4.38		3.85	.13
Error	608	20,400.50	33.55		

TABLE 14

Analysis of Covariance Summary: Friends-Oriented Activity

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	8,026.31			
Treatments X Blocks (BKS)	21	220.31	10.49	1.57	.81
Treatments + BKS	10				
Residual	587	7,605.75	12.96		
Adj. for M, Covariance	618	8,026.31			
Blocks	7	130.31	18.62	2.01	1.45
s x r x g	1	49.63		3.85	3.87
r x g	1	.06		3.85	.00
s x g	1	26.88		3.85	2.09
s x r	1	47.06		3.85	3.67
g (Grade)	1	5.88		3.85	.46
r (Race)	1	.19		3.85	.01
s (Sex)	1	.63		3.85	.05
Treatments/Blocks	3	32.38	10.79	2.60	.84
T 1	1	20.75		3.85	1.62
T 2 /T 1	1	4.56		3.85	.36
T 1 x T 2	1	7.06		3.85	.55
Error	608	7,806.00	12.84		

TABLE 15

Analysis of Covariance Summary: Responsibility for Successes

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	1,758.64			
Treatments X Blocks (BKS)	21	42.13	2.01	1.57	.70
Treatments + BKS	10				
Residual	587	1,175.65	2.85		
Adj. for M, Covariance	618	1,758.64			
Blocks	7	30.91	4.42	2.01	1.56
s x r x g	1	1.32		3.85	.47
r x g	1	.14		3.85	.05
s x g	1	3.26		3.85	1.19
s x r	1	.02		3.85	.01
g (Grade)	1	10.63		3.85	3.76
r (Race)	1	4.45		3.85	1.58
s (Sex)	1	11.01		3.85	3.90
Treatments/Blocks	3	4.54	1.51	2.60	.54
T 1	1	.52		3.85	.09
T 2/F 1	1	.14		3.85	.05
T 1 x T 2	1	3.88		3.85	1.37
Error	608	1,716.52	2.82		

Taking Responsibility for Failures

Of all of the eleven analyses of covariance, Table 16 is by far the most difficult to describe. Here is found a significant F for total blocks, for total treatments, and for the interaction of T1 x T2. In addition there was a significant sex difference.

The total blocks significance was due primarily to one major change in the blocks (sex, F = 10.06) and two non significant but fairly large changes. These were race (F = 2.97) and sex x grade (F = 2.57).

In terms of the difference between the sexes on taking responsibility for failures, the girls changed the least during the period of the project. They had a minus mean difference score of -.03. The males involved became less willing to accept this type of responsibility.

Although the total treatments score was significant neither of individual treatments was significant. Thus little information was gained from this finding.

The T1 x T2 interaction appears to be a result of several seemingly contradictory findings. There was an overall loss on this concept, between and among treatments. When the remediation group seemed to have made a gain the combination group lost. Fact is the scores of the group receiving both treatments were quite similar to those of the control group.

Academic Self-Concept

The results of Table 17 are self-apparent. Not a one of the F's for blocks or treatments was statistically significant. Fact is, all of the analyses of covariance on this concept were very small.

TABLE 16

Analysis of Covariance Summary: Responsibility for Failures

Source	df	SS	MS	p05	F
Adj. for M, Covariance	618	2,380.83			
Treatments X Blocks (BKS)	21	50.54	2.41	1.57	.63
Treatments + BKS	10				
Residual	587	2,226.31	3.79		
Adj. for M, Covariance	618	2,380.83			
Blocks	7	72.49	10.36	2.01	2.70
s x r x g	1	4.21		3.85	1.10
r x g	1	.47		3.85	.12
s x g	1	9.84		3.85	2.57
s x r	1	.69		3.85	.18
g (Grade)	1	7.35		3.85	1.92
r (Race)	1	11.38		3.85	2.97
s (Sex)	1	38.55		3.85	10.06
Treatments/Blocks	3	32.72	10.91	2.60	2.85
T 1	1	5.80		3.85	1.51
T 2/T1	1	.32		3.85	.08
T 1 x T 2	1	26.59		3.85	6.94
Error	608	2,330.30	3.83		

TABLE 17

Analysis of Covariance Summary: Academic Self Concept

Source	df	SS	MS	p05	F
Adj. for M. Covariance	618	13,448.00			
Treatments X Blocks (BKS)	21	459.63	21.89	1.57	1.00
Treatments + BKS	10				
Residual	587	12,816.31	21.83		
Adj. for M, Covariance	618	13,448.00			
Blocks	7	78.44	11.21	2.01	.52
s x r x g	1	10.63		3.85	.50
r x g	1	1.63		3.85	.08
s x g	1	3.69		3.85	.17
s x r	1	.75		3.85	.04
g (Grade)	1	30.81		3.85	1.44
r (Race)	1	4.31		3.85	.20
s (Sex)	1	26.63		3.85	1.25
Treatments/Blocks	3	28.13	9.38	2.60	.44
T 1	1	26.69		3.85	1.25
T 2/T 1	1	1.69		3.85	.08
T 1 x T 2	1	0.00		3.85	0.00
Error	608	12,988.38	21.36		

Brief Summary and Conclusions of the Results

Although the results of this project were not conclusive enough to clearly support either of the two treatments, the self-concept changes in this short period of time were encouraging. Whether or not these self-concept characteristics of the pupils of the fourth and fifth grades of the Kankakee, Illinois school system generalize to others is not known. However, they are supportive of the innovation systems utilized.

Possibly, the self-concept scores related to schools were quite startling and a little disappointing. The use of these descriptive terms was a result of the large negative gain scores on all of the school related concepts. School and teachers were the two concepts which showed the greatest evaluative losses. As stated previously, it is not known if these results generalize, but if they do, then one must conclude, or strongly hypothesize, that schools and school related concepts are perceived increasingly more negative, as the pupils progress from the lower to the higher grades. It should be noted that the pupils of the treatment groups showed somewhat less negativism about school, teachers, and academic self-concept than the control group. If this characteristic of negativism toward school and school related activities is broader than the Kankakee schools, then future researchers in this area must acknowledge the fact that a small or zero change from a lower to an upper grade is one of positive growth.

Yet, the social self-concept scores and the Gestalt labeled as "Me" did not show losses for the treatment groups. It is not known why there was an insignificant relationship between the school and social variables. For some reason, as school and teachers were perceived more negatively, the perception of friends and self did not decline.

Although the following is of a trend nature since the treatment period was quite short, it should be incorporated in the thinking about the future by the staff of the school system. One of the primary reasons there were not more race differences was the fact that the responses of black males were quite different from those of black females. In the same direction, but to a lesser degree, white females differed from white males. The group of black males tended to show the greatest positive changes in self-concept when they were involved in a Glasser open-ended discussion treatment group. This was not true of black females. White females, as compared to blacks, responded more positively to the remediation program. The combination of the two treatments produced inconsistent results. For certain concepts it was the most effective of the treatments. For others, it showed little, if any improvement over the control group. The reasons "why" were not part of this systematic design but should be investigated in future projects. Based upon previous research, more change of a positive nature in the self-concepts of pupils took place in this project than could have been anticipated.

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Attachment - B -

Report on "Have A Student Help" Hotline - Title 45

Wayne Kesinger.

REPORT ON "HAVE A STUDENT HELP" HOTLINE

The purpose of the "Have A Student Help" Hotline was to facilitate communications between the school and students as well as parents. The assumption was that students would be more willing to communicate and discuss problems with their own unknown peers than they seem to be with Counselors, Teachers or Parents. We had hoped the natural curiosity of youngsters between the ages of twelve and fifteen would provoke questions on a variety of issues with which there is great concern, such as sex, alcohol, drugs, sibling rivalry, personal hygene and rumors around the school.

The Hotline got underway Saturday November 7, 1970 following an excellent feature article in the local newspaper, flyers for each student, bulletins in the Middle and Upper Grade Centers and posters. During the course of the operation these media were supported by ads in the classified "Personal" section of the newspaper, the Principal's newsletter to all parents, taped calls on a local teen program on WKAN and announcements by Larry Lujack "Super-Jock" on WLS Chicago.

The students who worked on the Hotline, two boys, one black and one white and two girls, one black and one white, were briefed by the Director on possible calls and possible situations. Each student was given a referral sheet that they could use in case they had a call that indicated referral. The Director was present each Saturday in case of an immediate referral.

The program started slower than we had expected and throughout we found calls to be somewhat superficial. No one knows for sure, except the caller, if such things as being short, fat, or having too many boyfriends smacks of urgency. I'm sure we could have discovered a lot of basic problems if our student helpers had been therapists rather than pre-adolescents. It was not their fault that they felt a need to give instant and pat answers to our callers.

Our rate of calls was adversly effected by our closing down two Saturdays over the Christmas Holidays and by the beginning of a Youth Hotline (around the clock) starting around the end of the year. This Youth Hotline was sponsored by several religious organizations in the community and it is still in existence. We had another handicap in that we used the phone number of the school system. Once the switchboard was not set up for our line and one Saturday morning we were unable to receive calls because the telephone company was moving a set of lines from poles to underground. Several of the calls were from people wanting someone in the school offices and generally these calls were omitted from the log. We found the announcements by Lujack on WLS to be our best publicity and calls picked up again after the holidays.

During a late March and April lull, we decided to try calling students and ask them what t ey thought of our service and if we could help them with anything since we

were on the line. All agreed that it was a good idea and that they would certainly call if they had any problems. The Students we contacted were recommended by school Counselors as people who had problems in one area or another. We also ascertained during these calls that the time slot on Saturday morning from 9:00 till 12:00 was not a great factor one way or the other. Everyone we contacted was up, awake and free to make phone calls.

In evaluating I would suggest the assumption that pre-adolescents would be more apt ot talk with their unknown peers is invalid. They get most of their information from peers, but they do not call them if they are unknown. The fact is just th. reverse. I believe they would be more apt to call an unknown person if he or she were more mature. One of our helpers indicated in his written comments that he overheard a student saying, " Those Hotline people don't know anymore about solving problems than we do". I have already indicated another problem that our helpers found difficult to cope with - they felt a need to give a quick answer and could not relax enough to calmly discuss problems in any depth.

I would not recommend continuing this program with its present structure. I do feel that any program designed to increase communications between the schools and their clients would be invaluable during these trying times.

Wayne Leanger
Director

Hotline

May 29, 1971

The strength of this program, I feel, is that somewhere along the line of the phone calls we got, I helped someone with a problem they had. That is what we started out to do in the first place but I guess nobody ever took us seriously. You can't help people when they don't want it. I think everybody knew about it because we had it on the radio, we sent out fliers to the students, we put up posters in all the schools and when we called some kids, they all said they knew about it.

A disadvantage to this program is that your an object for crank phone calls. We treated all our calls with great seriousness but sometimes like the first phone call I got, a girl called and said she was on drugs. I talked to her for awhile and then I gave her some names and telephone numbers of places to call that would help her. Right before she hung-up she yelled SUCKER.

When I started this program I really thought we would have alot of phone calls because there are alot of people & kids with problems but I guess kids don't want to discuss their problems with anyone, even if the person is anonymous.

A hotline could be a really great thing. All you need is people to call and people to help the people who call (in our case, we had the people who wanted to help ~~the~~ people, we just didn't have the people who wanted the help.

Becky Black

Hotline

May 22, 1971

I think that our hotline program could have been a great success if we could have gotten right down to the people and told them that it was a serious program. Personal friends of mine who had decisions to make said, let's call that crazy Hotline or else jokingly say, I've got a problem and I think I'll call Hotline.

It was very definitely not the lack of effort on the side of the five workers here. Putting aside our few "goof-ups" we tried hard. We passed out leaflets to most of the schools here in Kankakee. We put up posters in our enemy school (the other upper grade center), we even had a well known disc-jockey on W.S.I. in Chicago make a couple of announcements for us. I think it was the lack of interest on the half of the people. There are many, many problems in our town, and they can't be solved by people who don't even try.

I started work here thinking I was going to get the satisfaction of helping someone and went away with the feeling that I was let down.

Greg Dutson

1

Marc
Dear
6/3/71

Hotline

Hotline is very helpful for people. I like hotline because it helps kids with problems they have on their minds. And sometimes we help parents. Hotline is helpful to us all. We help parents. Hotline is helpful to us all. We help people with problems such as about school, school grades, what going on in town, with boyfriends, how to get along with teachers. We can't answer some of the problems but we try to do our best.

Hotline helps us become prepared for the future like if we had kids what we be some of the questions they would ask us, and could we have an answer they will understand or would we give them a answer they wouldn't understand.

One of the bad things about hotline is there is another hotline in town and there is another hotline in town and their hotline number is in the phone book ours is in school on posters in hallways sent home once or twice in the newspaper. Another thing you can't do is when people call and curse you out laugh and hang up or act silly and hang up. A lot of people are scared to ask other people for advice and information

Kids Helping Kids-

By MARY JEAN HOUDE

"Hot line" telephone aid for troubled youth, partiularly young people between the ages of 12 and 15, has been funded by the federal government and instituted by Kankakee School District 111.

Telephone contact is made with someone who cares . . . someone who understands . . . someone the same age.

The program is called HASH (Have a Student Help.)

EVERY SATURDAY, from 9 a.m. until noon, beginning this week, a young person with a problem need only pick up a telephone, dial 933-2271 and start talking.

Listening, on the other end, will be one of four eighth grade students who have been recommended by their teachers, employed because they care about people with problems. Their greatest asset, however, according to counselors, will be their age and the possibility for easy communication with other youths.

The students who receive the calls will listen, exchange ideas, offer suggestions and refer callers to appropriate sources for help. Primarily, they will help illustrate that "someone cares" and they will prove that help is available.

THEY MAY NOT have the

Kick-off Feature

Help By Telephone

Help for youths with problems will be available, by telephone, on Saturdays from 9 a.m. until noon. Helpers will be representative--black-white, male, female. The HASH (Have a Student Help) number is 933-2271. (Journal photo)

—A New Kind Of Hot Line

answers themselves. They don't claim special insight or in-depth training. But they have references at hand and they are confident that, given time in difficult cases, they can make proper referrals for academic, legal and social assistance or secure helpful informations themselves. At very least, they promise to be willing listeners.

It is anticipated that problems will range from the selection of a corsage for a date to concern about drug addiction. No problem, it is emphasized, will be considered either too small or too large.

AN IMPORTANT aspect of the student help program is the confidential quality of the calls. The caller may remain anonymous if he chooses. Even the student helpers, at this point, are unidentified.

The helpers were chosen to be representative — one black male, one black female, one white male, one white female.

Although centered and staffed at one school location and aimed particularly at the early teen years, HASH is a program open to any youth of any age in the area. Even parents, who might like to use the student helpers as "sounding boards" for problems with their own children, are encouraged to participate.

On hand during telephone contact hours will be at least one adult counselor as resource personnel.

But the calls will be handled by the student helpers themselves.

CAN EIGHTH grade students, even carefully selected young people, handle problem calls which would baffle many adults and might include emergencies?

With this question in mind, this reporter queried the student helpers, posing possible emergency situations. Answers were geared to establish calm, secure information and postpone hasty decision until help can be secured.

In interview discussion, one counselor gave reasons behind development of the student help program for the 12 to 15 age group which includes sixth through eighth grade students.

"THE KIDS ARE great experimentors at this age," he said. "And with experimentation comes failure and difficulties."

He added that at this age level youth develop a curiosity about sex, alcohol, cigarettes and narcotics. "They are often taking first steps toward independence in the home . . . they develop great sensitivity . . . they become rumor conscious. Parents seem to feel the greatest pressure as they see their children changing into young adults."

Administrators feel that HASH can help dispel rumors, which are often destructive and the source of many problems.

They stress the importance of establishing communication with troubled youth and they believe this can most effectively be accomplished through their own peer group.

No one is certain if the plan will be effective, but there are high hopes among innovators in the school district.

THE STUDENT helpers display some apprehension, primarily about "crank calls" which will prevent others from getting help; but overall they seem enthusiastic an self confident.

"We can talk over problems you wouldn't want to discuss with friends," said one helper.

"And we won't spread the word," added another.

"We'll listen . . . no matter what the problem."

"We'll treat them the way we would want to be treated."

"We care . . . we want to help."

"All they have to do is call."

November 16, 1970

Help!

Program Director
WLS - "Big 89"
Chicago, Illinois

Dear Sir,

We have a Saturday morning "HOTLINE" from nine to noon here in Kankakee, and we could use some help. Let me quick explain our program.

We have students, black, white, male and female answering our phones. We are out to dispel rumors, answer questions, and solve or refer problems for "pre-teens". These are the guys from 6 to 16 who are most susceptible to rumor, fads, "grass pushers" etc. We need a little publicity.

The people we're aiming at may not know their number facts, but they can come up with the lyrics to "Look What They've Done to My Song" without thinking. They may often dislike school, but they really "dig" Lujack.

We're the "Have A Student Help" HOTLINE. Saturday mornings from nine till noon. Telephone 933-2271.
If a little money would help get us a mention, let us know and we'll take up a collection.

Sincerely,

Wayne Kesinger, Director
Have A Student Help Program

East Upper Grade Center
240 S. Warren Ave.
Kankakee, Illinois 60901

INVOICE

WLS INC.

360 NORTH MICHIGAN AVENUE
CHICAGO, ILL. 60601 • STATE 2-2002

East Upper Grade Center School
240 Warren Avenue
Kankakee, Illinois 60901
Attn: Wayne Kesinger, Director

INVOICE

INVOICE DATE November, 1970

TERMS: NET CASH UPON RECEIPT.

4 spots @ 45.00 a spot (Student Help Phone Service) $180.00

THIS IS NOT A BILL. PLEASE DO NOT PAY. WE THOUGHT YOU WOULD LIKE IT FOR YOUR RECORDS. PLEASE ACCEPT THIS AS A CONTRIBUTION FOR YOUR EFFORTS.

2M 8-68 238947—HAUTAU & OTTO, CHICAGO 8

INVOICE

WLS INC.

360 NORTH MICHIGAN AVENUE
CHICAGO, ILL. 60601 • STATE 2-2002

INVOICE

East Upper Grade Center School
240 Warren Avenue
Attn: Wayne Kesinger, Director
Kankakee, Illinois 60901

INVOICE DATE December, 1970

TERMS: NET CASH UPON RECEIPT.

12 spots @ 45.00 a spot (Phone Service for Students with Problems)
$540.00

THIS IS NOT A BILL. PLEASE DO NOT PAY.
WE THOUGHT YOU WOULD LIKE IT FOR YOUR
RECORDS. PLEASE ACCEPT THIS AS A CON-
TRIBUTION FOR YOUR EFFORTS.

2M 6-[illegible] 230647—HAUTAU & OTTO, CHICAGO 9

INVOICE

WLS INC.

360 NORTH MICHIGAN AVENUE
CHICAGO, ILL. 60601 • STATE 2-2002

East Upper Grade Center School
Attn: Wayne Kesinger, Director
240 Warren Avenue
Kankakee, Illinois 60901

INVOICE

INVOICE DATE February, 1971

TERMS: NET CASH UPON RECEIPT.

2 spots @ 45.00 a spot	(Student Hotline Service)	$90.00

THIS IS NOT A BILL. PLEASE DO NOT PAY. WE THOUGHT YOU WOULD LIKE IT FOR YOUR RECORDS. PLEASE ACCEPT THIS AS A CONTRIBUTION FOR YOUR EFFORTS.

2M 8-68 238047—HAUTAU & OTTO, CHICAGO 8

DISPLAY ADVERTISING STATEMENT

Telephone 933-7711

KANKAKEE DAILY JOURNAL

KANKAKEE, ILLINOIS 60901

Sold To EAST JUNIOR HIGH SCHOOL
240 SOUTH WARREN
KANKAKEE ILLINOIS 60901

Pay Last Amount In This Column

7

NOTE: Please return duplicate copy with your remittance.

DATE	MEMO	INCHES	TOTAL INCHES	INVOICES	CREDITS	NEW BALANCE
	BALANCE FORWARD					
JAN 7 7\	HAVE A STUDENT % WAYNE KESSINGER	4.00	4.00 T	10.60		10.6
JAN 8 7\	HAVE A STUDENT	4.00	8.00 T	10.60		21.2
JAN 21 7\	HAVE A STUDENT	16.00	24.00 T	42.40		63.6
27\	HAVE A STUDENT	16.00	40.00 T	42.40		106.0

Bigger & Bigger

72

Contract Cash and Volume Discount if paid on or before _____

(See advertising contract for figuring above discount)

Net Amount Due if paid on or before _____

TELEPHONES: 933-7711 - 12 - 13 - 14 - 15 - 16

KANKAKEE DAILY JOURNAL COMPANY

Publishers of the KANKAKEE DAILY JOURNAL

180 SOUTH DEARBORN AVENUE
KANKAKEE, ILLINOIS
ZIP 60901

LONG PAST DUE —— PLEASE REMIT AT ONCE! THANK YOU

1

Wayne Kesinger
240 So. Warren (Director, H.A.S.H. Program
kankakee, Illinois 60901

Date March 3, 1971

November 25, 1970 - Invoice # 157950			
PERSONAL/ Have a student Help. HOTLINE PHONE etc.,	5	93	
Please remit - past due balance	5	93	

LONG PAST DUE ——
PLEASE REMIT AT ONCE!
THANK YOU

PLEASE MAIL OR BRING THIS STATEMENT WITH YOU

C-234

Kids don't read the want-ads!

73

"HOT LINE"

YES ! AT EAST

PROBLEMS? QUESTIONS?
HOME? SCHOOL? IN BETWEEN?
Have a Student Help!

If we don't have an answer for you - We can tell you where to find it

DIAL
933-2271
SATURDAY MORNINGS FROM NINE TILL NOON 9:00AM - 12:00

Dear Parents:

You are invited to participate in our East Upper "HOTLINE". You may have a rumor to check, a question to ask, or a comment to make. Two eighth grade students "man our phones" on Saturday morning from nine till noon. We call this service "Have A Student Help". Could they help you? Just dial 933-2271.

W. Kesinger, Director
H.A.S.H. Program

Parent making with grades

EAST UPPER GRADE CENTER

240 WARREN AVENUE

KANKAKEE, ILLINOIS 60901

November 2, 1970

LETTER: 3

FROM: The Desk of the Big Red Devil

TO: Parents of E.U.G.C.

SUBJECT: Our Children

Dear Parents:

Your many calls and notes on our monthly newsletter have been most encouraging. We are deeply appreciative that so many of you find this source of communication of value. The comments and suggestions you have made are always welcome, and we would certainly encourage you to continue to keep us informed on how we may best be of service to each of you.

Unfortunately our perfect record of "no suspensions" was broken during the past month. However, only two "little red devils" were faced with such unpleasantness. This number indicates to us the attitude and spirit of cooperation between teachers and students is still at a very high level. Certainly both are to be complimented, and encouraged to continue their efforts.

For some time now we have been having a problem with our children reclaiming their lost clothing. Each time we ask the kids we find they steadfastly maintain they have lost nothing. The pile of daily wearing apparel was not overly large, but the unclaimed P.E. clothing keeps mounting. We have encouraged the students to check the P.E. offices to look over what we have.

Tomorrow, November 3, 1970, we will be having our first school assembly. Mr. Alfred Rage, a bass baritone, will be here to give a forty-five minute program. Mr. Rage has appeared on Broadway in "My Darling Aida"; was featured singer with Leonard DePaur Chorus; played principal roles in "Porgy and Bess" which toured Europe, Canada, Africa and Israel. His list of credits also includes recordings, TV appearances, and several successful school tours.

The Human Relations Counsel sponsored the first annual "Mud Bowl". This was a flag football game played between all of the intramural

squads and a portion of our faculty. The faculty managed to win the game, but not without gaining considerable respect for the ability of our students. Two other important aspects of this game were the $34.25 the Counsel made selling tickets, and of course a great deal of fun for everyone.

Speaking of fun; the seventh grade counselor, Mr. Melancon, is sponsoring a skating party on Thursday evening from 7:30 to 9:00 P.M. The price of admission at the Moonlight Skating Palace is 50¢, and we would imagine that a great deal of energy will be expended.

The school play is progressing rapidly toward completion. The kids have been working hard every night to give a good performance on 19th and 20th. Please make note of those dates, and try to give them encouragement that a fine crowd always does to a young performer.

Dr. Doglio, Assistant Superintendent, delighted us very much when he informed me last week that we have now officially contracted the services of Success Research Consultants, Incorporated to aid us in revising our curriculum and preparing our Title 3 proposal. Dr. Grebner, Superintendent, then sent me a copy of the letter of intent he has filed in our behalf for an estimated $200,000 over a three-year period to support our project. It would certainly appear that we are now moving on the educational priorities of our students.

The student newspaper staff has selected "Speak of the Devil" as the name for their paper. Their first edition came out about a week ago, and they did a very creditable job.

The Student Council has taken on another project. They are now selling E.U.C.C. bags for P.E. The price is $1.50, and this is a very nice little bag for the purpose for which it is intended. In fact, I am sure there are a great number of uses for it.

On October 20th we began to run an East activity bus. This bus picks up students at 5:00 P.M. on Merchant Street, at the North end of our building and stops at the following points: Hillcrest and Frontage; Splear Road; Kraftdale; Skyline Road; Skyline Subdivision; Fortins and Frontage: Hieland Road; Aroma Park School; Jan Avenue; and Waldron; N.E. Marquette and Waldron; Island View; Baker Road, and Waldron; and Baker Street and Waldron. We are very grateful to those who helped us acquire this service, and we hope those of you living along this route will encourage your children to take advantage of it whenever they are staying after school for any activity.

This coming Saturday one of our counselors, Mr. Kesinger, will be starting one of our new Title 4 projects. I'll not go into detail here as I know Mr. Kesinger will very shortly be sending information on this project to all of you. Very simply, we call the project

H.A.S.H. which stands for "Have a Student Help". By calling 933-2271 between the hours of 9:00 A.M. until noon on Saturday a student or a parent may present a problem of almost any description to one of two students who will be answering phones. There are no guarantees that the problem will be solved, or even that the solutions offered will satisfy the caller. However, the phone can be used by the caller quite anonymously thereby, avoiding any embarassment connected with the problem. The caller may give his name if he wishes, but it certainly is not required. Our purpose in the project is to attempt to disseminate accurate information whenever possible and to provide a helping hand if we can.

On Friday, November 11, 1970, the first nine-week grading period will come to an end. Sometime during the following week we will be mailing the grade slips to you. There should be a slip for every subject your child is taking. The one exception to the aforementioned statement will be sixth grade students in Art, Home Economics, Music, and Industrial Arts. These students will receive grades for these subjects every twelve weeks. If you have any questions regarding grades, the recording slips, or a mistake we may have made please do not hesitate to contact the teacher, grade counselor, or Mr. Keesee or me.

Please allow us to continue to encourage you to come, at your convenience, to your school. We sincerely want the best possible line of communications open between this school and your home.

Have a Blessed Thanksgiving, and know that we shall certainly give thanks for you and yours.

Respectfully,

Richard C. Kiser
Principal

Principal's letter to parents

Sheet # 1. 11-14-70 Dear

Call #	Origin	Concerning	Disposition: answer	Referred
1.	a girl	school newspaper	sell them during lunch	
2.	Parent	Insurence Man	call Bails	
3.	Girl	Big Brothers hitting her	To tell your mom	
4.	Girl	that all the boys like her in 7th grade	pick out a few and drop the other	
5.	lady	wondering what the program was all about	for people who need Help!	
6.	Teacher	who should she call for the tax extension forms	Call monday and asked for Ext. 41	
7.	Lady	Wanted a guy named Lanzo secretary of education	?	
8.	Girl	Want to know if a boy in 7th grade likes her	ask the boys friend if he likes you or ask him	
9.		Kids come there short legs.	called them long legs or don't pay attention	

2 3/6/71 *Dear*

Child #	Origin	Conflict	Disposition Answer	Disposition Referred
10.	girl	Girl keeps getting invited to parties but don't want to go.	Tell the girl you were sick or your mother and father is going out of the town.	
11.	girl	got brand new pants outfit and boyfriend do not like it.	ask him why try wearing the pants and top separately.	
12.	girl	she likes this boy but he doesn't like her	to let the boy get to know you better	
13.	girl	her sister takes away all her boyfriends	don't tell your sister about him	

Caller # 1 Date 11-14-70 Area Black

Call #	Origin	Concerning	Disposition: Answer	Disposition: Referred
1.	a parent	her son's report card	call teacher	to the teacher
2.	a parent	report cards	they have been mailed and you should get them today or Monday	
3.	a student	a girl with no friends that became a dope addict	to try. I and find out from people who she can't get along with them	
4	a parent	wanting to work for some school in the office	To call Mr. Fahl Monday	to Mr Fahl
5	a parent (Mrs. Jackson)	daughters report card	To call Mrs Tate	to Mrs. Tate
6	a student	how to tell a boy that she doesn't like him.	To tell him she doesn't like him for anything but a friend.	
7	a student	Wanting to know what this program is about	that it was for any kind of problem a person may have.	

Sheet # 2 Date 12/12/70 Bldg Black

Call #	Origin	Concern(s)	Disposition Answer	Disposition Referred
(8)	Boy	he wants to weigh more.	to just wait until he grows up cause he'll get fatter.	
9	Man	wanted to know if we needed anyone to answer the phones.	No there are 2 8th grade students here each week	
10 (8 9)	Lady	If Thomas Edison had a program for teacher aid.		To call at Paul
11	student	The best approach to get a boy friend	To just be good friends with him and if your good enough friends he'll start and like you	
12	boy	Wanted to know if he could get a work permitt here	No, yet I told him he had to call central office	to call the Central Office
13	girl	she likes this boy but he doesn't like her.	to let the boy get to know you better	
4	girl	she had a hang-over from the night before and she wanted to know what to do about it.	to take some aspirin put an ice pack on your head & leg & go back to bed.	

Tape # 3 — Black *

Call #	Origin	Nature of Problem	Disposition: Answer	Disposition: Referred
15.	girl	she was getting obscence phone calls and she wanted to know what to do about it	If the calls were long enough you could have the call traced but if it wasn't have your parents get on the phone or hang up.	
16	girl	when she had her boy friend up in her room her brothers came up & bugged them	to tell your parents to straighten out	
17	girl	her sister wanted to go everywhere with her & her boyfriend.	to tell her sister that she wouldn't like having her around when her boyfriend is there	
18	girl	wanted to know how to get rid of her sister when her boyfriend was there	Tell her to get lost or Tell your parents	
19	girl	her friends were getting transferred to another class & she couldn't get transferred	to talk to your counselor & the asst principal	to counselor & asst. principal
20.	~~boy~~ girl	called a wrong number & a guy answered & he wanted her to call him back.	I told her I wouldn't	
21.	girl	boy keeps bothering a girls & she wanted to [illegible] rid	told her to ignor him	

Operator # 1 Date 11/7/70 Name Quiseu

Call #	Origin	Concerning	Disposition: Answer	Disposition: Referred
# 3	unknown	selling something	No	-
5	sub-teacher	whether you have to have a tuberculine test (sub-teachers)	call back 9:00 or 15 minutes	—
7	student finding cat 932-3701	a student finding a cat, calico, female	give us your no. & if anybody calls they will call you	Placed in School bulletin
# 8.	unknown girl	a relationship between this girl and a boy she has liked for 8 months he doesn't really likes her anymore.	I told her to try another she said she already did and it didn't work out. I then told her to have a friend ask this boy why he doesn't like her anymore.	—
10	Mrs. Groth	Her son broke his arm in P.E. friday and she wanted to get into the building to get his coat	we let her in the building	—
14	unknown	wanting to know if a band was playing at the dance tonite	no	45's and albums will be played

Shift # 2 Day _____ Area Outsen

Call #	Origin	Concerning	Disposition Answer	Disposition Referred
16	unknown girl	she lost a watch under the bleachers ~~so~~ at the game last nite she wanted to know if the janitors had cleared up yet today	didn't know	
18	unknown girl	her friend ~~[redacted]~~ didn't ~~have~~ a father and did have a mother and this girl wanted to know where the father-less girl could stay	Y.W.C.A	933-4516
19	unknown boy	wanted to know if he could transfer 1st period	I think he would have to ~~[illegible]~~ a request during school hours ~~I told him~~ that we had enough help	
20	unknown boy	wanted to know if he could work on our Hotline.		
23				

1 11/7/72 Box

Call #	Origin	Concerning	Disposition: Answer	Disposition: Referred
1.	Maria Young	-to see if she could find some answers for her friends. And for here is possible	We're here to help you tell your friends to CALL us. you to again	
2.	unknown	wrong number claimed by the person who called	unknown ~~scared~~ nut	
3. 4.	unknown	couldn't talk	scared	
6.	unknown	A boy girl problem About a dance	to see if he in a better mood monday CALL again	
9.	unknown	ABOUT the Eastridge Coaches the Cubs.	GAVE All the information as possible	
14	unknown	About the dance WANTED to know how many people would be there	didn't Know Fo I owe up	
19	A lady unknown	about ADULT EDUCATION	GAVE her number and all the information we had	

2 2/13/71 Cox

Call #	Origin	Concern	Disposition: Action	Disposition: Referred
13	unknown boy	DANCE Valentines Dance what to were	Some casual but boys + girls are not to wear blue jeans	
15	unknown girl	DANCE wanted to know did you have to be a certian age	6th 7th 8th graders	
16	unknown girl	wanted to know what H.A.S.H. was about	Help	
21	unknown girl	About the F.U. bunch	Say them for a year them ever you will have them	
22	unknown boy	About Slim Books	there Disbanding to the CLASS	
24				

May 17, 1971

STATEMENT OF HOURS AND WAGES FOR STUDENTS ON THE "HAVE A STUDENT HELP" PROGRAM:

NAME	TOTAL HOURS	RATE	TOTAL
Marc Dear	39	1.65	64.35
Greg Outsen	39	1.65	64.35
Rachael Cox	39	1.65	64.35
Becky Black	36	1.65	59.40
Diana Blitz	3	1.65	4.95

Wayne Kesinger, Director

ATTACHMENT C

MEMORANDUM FOR RANDALL LINDSEY ON THE INVOLVEMENT OF THE ADMINISTRATORS IN THE TITLE 4 PROGRAM KANKAKEE, ILLINOIS

PREAMBLE:

The following assumptions warrant the attention of everyone involved in this project.

1. The success of this venture hinges upon the ability of administrators to locate specific problems via communications from pupils either directly or indirectly which will hopefully lead to communication from parents.

2. No effective solution of problems can bypass the teachers who focus on one or more individual children through case conferences, case studies, the use of projected instruments such as those under consideration, etc.

3. Schools can attack many problems originating in a restricted life space of pupils. The paramount question involves what can we do to improve and enlarge upon each pupil's life space and make that pupil effective within that life space.

4. The foundation for making improvements upon a pupil's life space involves considerable attention to communication skills. Many problems will be found to be rooted in "restricted life spaces" i.e. vocabulary becomes identified with parents, peers etc. The teacher needs to understand the nature of each pupil's restrictions, local areas of experience which have been excluded, and build programs on this.

Procedures have been covered in memo and telephone call to Mr. Lindsey.

ANALYSIS AND INTERPRETATION:

When the material from the student is examined it is assumed the administrators will make some comment on their observations. For example: "these kids have different wishes than those from school which is largely white." The leader then, encourages the person or group to delineate the statement by saying,"could you talk more about that or spell it out." He does not say, "what do you mean?" but encourages talk without trying to direct it. This goes on until the group tends to select a problem or problems that are clearly identified with the data. Or, the black student may have uses for a thousand dollars which are different from white pupils. These differences can then be summarized in due time as per below. Or, in describing "my favorite teacher" for example, the black student's description may contain a noticeable number of judgments to the effect that "he doesn't holler at me", or "he doesn't give me lots of homework". In any case, the differences in the students' statements should be clearly noted, again on the basis for further discussion and action. It is important to remember that whatever the differences between black or white protocol produce - the question always remains - "what does this really mean?" If the group thinks the results are inaccurate from its perception, it is important to explain this matter on the ground that "all behaviour is caused" - "why do the kids respond this way and not in the way we expected?"

There needs to be some leadership in defining the central focus that is identified through the analysis of the data. This procedure is the interpretation of the data but it is imperative that the central problem or problems be elevated from all the sub-problems, be simply and clearly stated, and be introduced as a concern of all. This fundamental process requires the aid of an individual not entwined in the daily problems of the school district. This individual must be expert in the analysis and the interpretation of the results as well as expert in group interaction.

The group will respond in many ways - make many interpretations - jump to conclusions - suggest programs, etc. The leader must - while accepting all this non-judgmentally - be on the alert for positive statements to be used as basis for the selection of the central problem. The leader should do so by keeping complete notes of what is said, meanwhile isolating - abstracting those statements or comments which, when eventually referred to will be basis for the next steps.

The central problem may well be that pupils describe needs and perceptions d ing from those of educational professionals.

The conversation may well center on the similiarities and dissimilarities of the needs and perceptions of blacks and whites, of poor and middle income, etc. Discussion may then center upon whether the school facilities, program and faculty is sufficiently flexible to accommodate the disparities that are self evident.

It will be very tempting for problems to be boiled down to classical definitions - "cant't read", "needs to study more." It will be tempting to solve these problems by prescribing more intensive doses of what, so far, hasn't worked on the ground that more is better than some: The real job is to determine what specifically, are the particular pupils hang-ups? - To focus on an individual child. Better and more insightful understanding of one pupil by a teacher will, eventually, release more results than cursory and superficial understanding of the group.

After initial sessions with expert leadership, it may be well to require each administrator to make a detailed written analysis of the pupil responses of one classroom. This should be written and restricted to two typewriten pages. The intent is to cause each reporter to extend some thought and effort in the production and report. The report may include a paragraph describing the make up of the class (age, sex, ethnic background, etc.), a paragraph excerpting pertinent anecdotal statements and a summary paragraph.

In summary it is being recommended that the following are the essentials of this report.

1. Problems and concerns of the pupils must be identified via pupils, i.e. through use of documents referred to via telephone.

2. Analysis and interpretation of these problems and concerns must involve all the professional staff, with the core of administrators developing and performing leadership roles.

3. Problems must be isolated and clearly stated.

4. The school must determine the extent of its involvement in

(a) meeting the needs of its pupils and, (b) helping them enlarge their individual life space.

5. Curricular programs that develope must be pragmatic, must include periodic review, and be long termed.

6. Focus on the problems of nominal to solution and leave those about nothing can be done.

Attachment D

FIRST GRADE STUDENT RETENTION RATE 1970-71

SCHOOL	BLACK	WHITE
Steuben Primary Center	7	5
Washington Primary Center	4	3
Park Primary Center	2	1
Longfellow Primary Center	10	5
Mark Twain Primary Center	17	6
Arcola Park Primary Center	0	4
Thomas Madison Primary Center	13	11
Lafayette-Jefferson	7	8
TOTAL RETENTIONS IN THE KIMBERLY SCHOOL DISTRICT AS OF JUNE, 1971	60	43
TOTAL FIRST GRADE STUDENTS AS OF OCTOBER, 1970	186	471

SECONDARY SCHOOL SUSPENSION RATE AS OF JUNE, 1971
(For School Year 1970-71)

SCHOOL	TOTAL WHITE SUSPENDED	TOTAL BLACK SUSPENDED	TOTAL BLACK SUSPENSIONS	TOTAL WHITE SUSPENSIONS
East Upper Grade Center	65	49	86	94
West Upper Grade Center	26	59	113	43
Eastridge High School	70	78	124	90
Westview High School	47	97	160	58
Total	210	283	433	285

EASTRIDGE AND WESTVIEW DROPS
(as of June 1971)

TOTAL FOR SCHOOL YEAR	1969-70 B	1969-70 W	1970-71 B	1970-71 W	TOTAL 69-70-71 B	TOTAL 69-70-71 W
Eastridge High School	11	30	24	37	35	67
Westview High School	27	50	11	27	38	77
Total both High Schools					73	144

Total enrollment as of October, 1970 Eastridge High School 1195
Westview High School 1074